Training Manual for

Making a Difference to Policies and Programs: A Guide for Researchers

Support for Analysis and Research in Africa (SARA) Project

U.S. Agency for International Development
Africa Bureau, Office of Sustainable Development

In Collaboration with
Training for Development (TRADE)
Bobo Dioulasso, Burkina Faso

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Aliou Boly

July 1999

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Acknowledgements

This guide would not have been possible without the pertinent and constructive contributions of various people: Suzanne Prysor-Jones, Lalla Touré, Lonna Shafritz, and Joseph Coblentz.

Special recognition is due to Renuka Bery, Nanette Alvey, and the SARA production team for the revision and layout of this guide. Thanks are also extended to the Réseau de Recherche Opérationnelle sur l'Amélioration des Services de la santé Reproductive pour les Adolescents and to Dr. Heli Bathija of the World Health Organisation who pre-tested this guide.

Aliou Boly
TRADE

The SARA Project is operated by the Academy for Educational Development with subcontractors Tulane University, JHPIEGO, Macro International, Morehouse School of Medicine, Population Reference Bureau, and Porter / Novelli. SARA is funded by the U.S. Agency for International Development, Bureau for Africa, Office of Sustainable Development (AFR / SD) under Contract AOT-C-00-92-00178-00.

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Introduction

Target Audience

This manual was designed to be used with *Making a Difference to Politics and Programs: A Guide for Researchers*, published by the SARA Project to train researchers on how to involve decision makers, the community, and other end users in the research process. Both documents are targeted specifically to African researchers who wish to ensure that their research results are used to improve the policies and programs in their countries. These training sessions were designed to be conducted over 3-4 days. Given that Session VI, Communicating Research Results, is a key element of these sessions, the facilitator should make sure that ample time is devoted to this stage.

Principal Users of the Guide

This guide may be used by facilitators during formal meetings with researchers who are about to undertake research in one or more subject areas. The guide may also be used by researchers themselves as a reference tool.

Objective of the Guide

The purpose of the guide is to help researchers increase the likelihood that their research results will actually be used. More specifically, at each of the four basic stages of research, this guide will help the researcher to:

- identify the actors who should be involved at each stage;
- define the role of each actor; and
- specify the ways for each actor to participate effectively.

By involving potential users of the research results at the outset of the research process, investigators enhance their ability and their chances to influence the policies and programs in their country.

Methodology of the Guide

The training workshop is divided into seven sessions:

- The introductory session helps the facilitator create a learning atmosphere where ideas can be exchanged among participants.
- Session II, called *Lessons from Past Experiences*, outlines the context of the workshop and prepares the participants intellectually and physically to do the work.
- Sessions III to V focus on identifying and involving key actors in different stages of the research in order to facilitate the use of the results. During these sessions, participants identify the people to be involved in each stage of the ongoing research, define their roles and/or tasks, and devise strategies or methods for ensuring their full participation.
- Session VI demonstrates how the research results should be disseminated to maximize the likelihood that they will be used.
- The last session, *Next Steps*, is an opportunity for participants to decide on follow-up activities to the workshop.

Teamwork and Use of Visualization in Participatory Programs (VIPP). This guide advocates teamwork. In fact, it is assumed that researchers participating in the training workshop will come as teams with research topics already defined or at the point of being defined. A typical training workshop will bring together several teams working in different subject areas. Teamwork is also fostered by the use of VIPP—a creative approach to participatory training and facilitation that helps groups visualize collective ideas by writing them down on cards and papers of different sizes and colors and placing them on pinboards or walls in the training room.

We use the VIPP cards so that at the end of the workshop each research team has a concrete idea of the actors associated with each research stage, can visualize what these actors must do, and can effectively involve them. To ensure the effective, systematic use of the VIPP cards, we suggest that the facilitator assign a specific use to each card color and size.

Session I: Introduction

The purpose of this session is to create an atmosphere conducive to learning and encourage an exchange of ideas among participants.

Session Objectives

At the end of the session, participants will have

- ☞ become acquainted with each other;
- ☞ shared their expectations;
- ☞ discussed workshop objectives and a timetable;
- ☞ discussed logistical questions; and
- ☞ established guidelines for the work.

During the Session

1. Welcome participants and explain the purpose of the meeting. (5–10 minutes)
2. Break the ice by conducting an activity involving personal introductions (left to the discretion of the facilitator). (30 minutes)
3. Distribute two VIPP cards to each participant and ask them to note his or her expectations on the cards. Allow one card per expectation and a maximum of two expectations per person. (10 minutes)
4. Ask each participant in turn to read aloud his or her most important expectation while taping it to the wall. Group together similar ideas by moving the cards. Move on to participants' second expectation and proceed the same way. (20 minutes)
5. Present the objectives and timetable for the workshop. Compare objectives to participants' expectations and clarify as needed. (10 minutes)

6. Stimulate a discussion of the workshop's working guidelines and invite the person in charge of logistics to discuss any potential logistical issues. (5 minutes)

Material:

✔ VIPP cards, markers, badges, tape

Length of Session I: 1 hour 35 minutes

Session II: Lessons from Past Experiences

The purpose of this session is to help participants draw on their experiences to recognize the critical importance of involving decision makers, program managers, frontline workers, and the community during different phases of the research process to ensure the use of their research.

Session Objectives

> At the end of the session, participants will be able to
>
> ☞ describe how research results can be used and the real and expected impact on the national level for decision makers, programs, communities, and others; and
>
> ☞ analyze the reasons and identify the procedures that promote or prevent using the research results.

During the Session

1. Present the session's objectives and clarify as needed. (3 minutes)
2. Small group work: Form random groups of six people and distribute the case study, "The Failure of Doumbédoum Researchers to Promote Adolescent Health." (2 minutes)
3. Give the groups 30 minutes to read the case study and answer the questions. Explain to the groups that they will have 5 to 10 minutes to present a report. (30 minutes)
4. Plenary session: After 30 minutes, invite participants to come together to present their reports. (20–40 minutes)
5. After all the group presentations, stimulate a discussion on the experiences of the different groups. During the discussion, note on two flip charts the activities that facilitated cooperation and those that discouraged it. (10–15 minutes)
6. Conclude the session by reminding participants that the purpose of the workshop is to explore ways of optimizing participation of key actors in the research process so that they can make necessary decisions based on the research results. (5 minutes)

Material:

- ✔ a copy of the case study, “The Failure of Doumbédoum Researchers to Promote Adolescent Health,” for each participant
- ✔ flip charts and markers
- ✔ transparencies and markers
- ✔ overhead projector and screen

Length of Session II: 1 hour 40 minutes

Case Study:

The Failure of Doumbédoum Researchers

to

Promote Adolescent Health

One of every four residents of Doumbédoum is an adolescent, and adolescents represent an ever increasing percentage of the population. Treatment of post-abortion complications in adolescents represents 20 to 50 percent of all hospitalizations. Adolescents between the ages of 15 and 19 also constitute about 35 percent of all HIV/AIDS cases reported in Doumbédoum.

About two years ago, the Center for Adolescent Research (CAR) in Doumbédoum which participates in the public health sector, obtained financing from WHO and UNFPA. CAR conducted research on issues related to adolescent health and drew up proposals for decision makers encouraging them to develop policies that promote the well-being of young people. When the research was completed, CAR submitted its report to the decision makers.

Despite the alarming results of CAR's research and its efforts to communicate them to the decision makers, to the community, and to young people of Doumbédoum, government ministers in the health area did not appreciate the urgency of the situation and continued to delay decisions that would improve it. Some members of the community (in particular, religious organizations) were offended by the results and protested that the data were falsified in an effort to introduce abhorrent practices. Only the youth organizations in Doumbédoum that were involved throughout the research process saw the need to act and to act quickly.

Group Tasks

✍ You are a group of seasoned researchers who have been called upon to consult with Doumbédoum researchers. They ask you to assist them in understanding the impasse they have reached and ask you to present them with proposals for avoiding a repetition of such situations.

✍ In assisting the Doumbédoum researchers, you will analyze the fundamental causes of inaction on the part of relevant ministries and the opposition of religious organizations.

A. Answer the following two questions:

1. What recommendations would you make to Doumbédoum researchers so that they avoid repetition of this situation?

2. What can they do to remedy the situation currently facing them?

B. Put the results of your discussion on transparencies or the flip chart so that they can be shared in the plenary session.

Session III: Beneficiary Participation in Defining the Research Questions

The purpose of this session is to identify the type of beneficiaries to involve and define their roles and ways of participating at the stage of defining the research area and questions.

Session Objectives

At the end of the session, participants will be able to

- ☞ make a list of beneficiaries to involve when choosing a research area and defining the research questions;
- ☞ define the role of each beneficiary at this stage of the research;
- ☞ identify each beneficiary's way of participating according to his or her role; and
- ☞ assess the feasibility of proposals by identifying possible obstacles and ways to overcome them.

During the Session

A. Four Basic Stages in the Research Process

1. Present the session objectives and clarify as needed. (5 minutes)

2. Individual work: Distribute four VIPP cards to each participant and ask each one to note the four basic stages in the research process. Specify that they should use one card for each stage. (5–10 minutes)

3. Small group work: After 5 to 10 minutes of individual work, form groups of six or seven and instruct participants to share their individual comments. Tell participants that each group must reach a consensus on a proposal for the four basic stages in the research process. (15 minutes)

4. Plenary session: Ask participants to stick the cards that describe the first stage of the process on the wall or on a flip chart. Have them mount the cards that describe the second stage and on another wall or flip chart. Repeat this process with all the cards.

Discuss the contents and reposition the cards in accordance with participants' suggestions. (20 minutes)

By way of summary, emphasize the following four basic stages of the research process:

a. Defining the research question
b. Developing the research proposal
c. Conducting the study
d. Communicating research results

Note each stage on a VIPP card and give it to one person in each group of participants who must describe it. (5–10 minutes)

B. Define the Research Questions by Considering How Results will be Used

1. Remind participants that the basic purpose of this guide is to find the best ways to influence policy and programs. To achieve this end, the guide is oriented around three key questions that arise at each basic stage of research. (10 minutes)

   a. Who are the key actors to involve at each research stage?

   b. What will be the role of each actor involved at each stage?

   c. What should be done to encourage the actor identified to participate effectively at each stage in the activities in which his or her participation is desired?

2. Explain to participants that the following sessions will use a team approach. Invite each team to choose the specific research area in which it will work during the workshop (the teams participating in the workshop are generally already working together in those research areas). (5–10 minutes)

3. In the plenary session, refer participants to the first stage of the research process.

4. Small group work: Give the group the following instructions:

Group Tasks

- Have team members identify the activities that take place at the first stage.
- Note the different events identified on VIPP cards, one event per card. (Possible responses are choice of research area, review of existing literature, and development of research questions.)
- For each event, make a list of actors to involve.
- Use one VIPP card per actor.
- Define the role of each actor identified. Use one card per role when an actor has more than one role.
- Prepare a report for the plenary session.

Limit time to 55 minutes.

EXAMPLES

If one event listed is to conduct a literature review, make a list of people to involve in this activity. This choice should be based both on their ability to contribute to the task itself and on the likelihood that they will be able to facilitate the use of research results later on. For each person identified, specify the exact role this person is expected to play.

Another event might be developing of the research questions. Ask each team to make a list of people to involve for this activity and their roles.

5. **Plenary session:** After 55 minutes, invite the different teams to come together. First collect the cards describing the events in the first stage of research as follows:

   a. Ask the first group to give you the cards on which they noted the events in this first stage. Mount them on a flip chart.

   b. Ask the second group to mount their cards on another flip chart.

   c. Proceed until all groups have mounted their cards on the flip chart set up for this purpose. Verify that the main events at this stage have been noted by the group by asking a few questions and drawing the appropriate conclusions. (20-30 minutes)

6. **Small group work:** Next, ask members of different groups to place the key actors identified under each event. (10–20 minutes)

7. Ask the teams to place under each actor identified the role attributed to him or her at the third level. Once the flip charts are complete, ask team members to circulate and study them. (10–20 minutes)

Note to the facilitator: The graphic image in attachment two is an illustration of what each team can produce once all the VIPP cards have been mounted:

- The first level represents the research stage.
- The second level describes the events associated with the research stage.
- The third level identifies one or more actors for each event.
- The fourth level consists of the roles. Each actor identified has specific roles, which can be either the same for each actor, complementary, or completely different, depending on the nature of the issue, the experience of each actor, and the realities in each country.

8. **Plenary session:** Once participants have read all the cards mounted on the wall charts, request their comments and stimulate a discussion among the different groups. Draw conclusions from this first group exchange of ideas and ask group members to rejoin their teams. (20–30 minutes)

9. Give teams the following instructions:

Group Tasks

- Propose ways to ensure the effective participation of key beneficiaries identified.
- Explain how you plan to encourage the beneficiary to play the role you have assigned him or her.
- Note your conclusions on the flip chart so that you can present them in the plenary session.

Limit time to 45 minutes

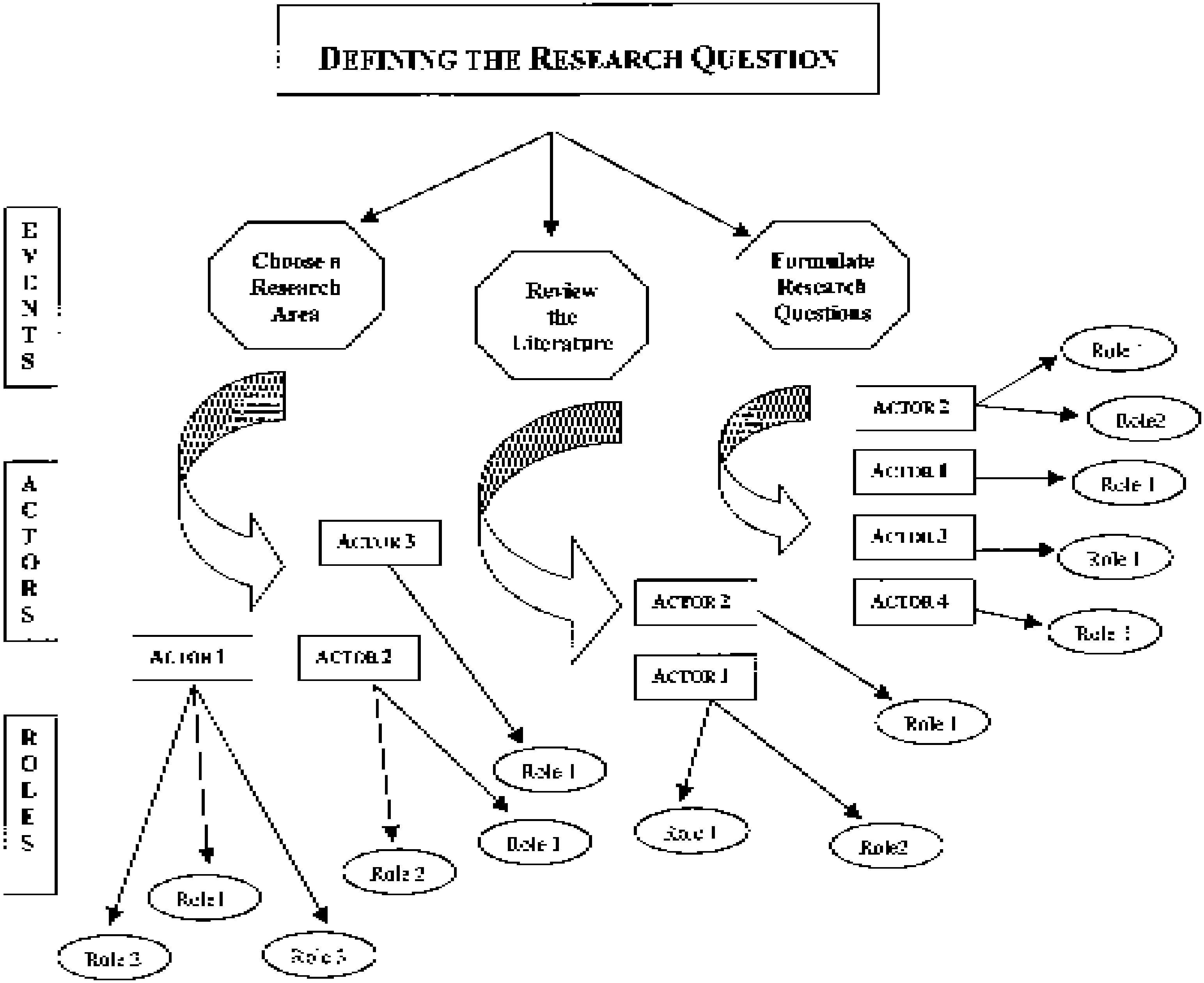
10. Plenary session: Invite the teams to come together and ask the different subgroups to present their findings. Remind each group that it has 10 minutes. After each group has made a presentation, stimulate a discussion on the methods proposed. Discuss to what extent the proposals are realistic and feasible; identify possible obstacles and discuss how to surmount them. Note on the flip chart the key points in terms of what is feasible, the obstacles and solutions. (40–60 minutes)

11. In conclusion, remind participants how the research process links together and of the need and importance of involving principal actors in finalizing the choice of research areas and developing research questions. Ask participants to read chapters two and three of *Making a Difference to Policies and Programs: A Guide for Researchers* in preparation for the next session. (10 minutes)

Material:

✔ VIPP cards in different sizes and colors
✔ flip chart and markers
✔ transparencies and markers
✔ overhead projector and screen

Length of Session III: 6 hours


DEFINING THE RESEARCH QUESTION
EVENTS
ACTORS
ROLES
Choose a Research Area
Review the Literature
Formulate Research Questions
ACTOR 1
ACTOR 2
ACTOR 3
ACTOR 2
ACTOR 1
ACTOR 2
ACTOR 1
ACTOR 3
ACTOR 4
Role 1
Role2
Role 1
Role 1
Role 1
Role 1
Role2
Role 2
Role 1
Role 1
Role 3
Role 1

Session IV: Involving Beneficiaries in Developing the Research Proposal

The purpose of this session is to identify decision makers, program managers, front-line workers, and members of the community or community organizations to be involved in developing the research proposal and to define their roles and ways of encouraging their effective participation.

Session Objectives

At the end of the session, participants will be able to

- ☞ identify decision makers, program managers, frontline workers, and members of the community to be involved in developing the research proposal;
- ☞ define the role of each actor identified at this stage;
- ☞ identify ways in which each actor can participate according to his or her role; and
- ☞ assess the feasibility of proposals by identifying possible obstacles and ways of surmounting them.

During the Session

1. Present the session's objectives and clarify as needed. (3 minutes)

2. Plenary session: Refer participants to the VIPP cards grouped together on the flip chart and specify the research stage that will be discussed at the session. (2 minutes)

3. Ask participants to list the different events involved in developing a research proposal. Do the following: (30 minutes)

   a. Clarify the policy and program variables that may be measured, modified, and influenced.

   b. Choose appropriate research methods to provide relevant information on the variables one hopes to influence.

c. Choose research strategies that promote the participation of possible users of the research results.

d. Draw up a plan for disseminating the research results.

4. **Small group work:** Give the teams the following instructions:

Group Tasks

- ✍ For each event, make a list of actors to be involved in the event.
- ✍ Use a different VIPP flash card for each actor.
- ✍ Define the role of each actor identified. Use one card per role when an actor has more than one role.
- ✍ Prepare a report for the plenary session.

Limit time to **45 minutes**

5. While the participants are working in teams, facilitators prepare a flip chart for each group and list the events identified in the plenary session for the developmental stage of research proposals. Each event heads up one column.

6. **Plenary session:** After 45 minutes, invite the teams to come together. Ask each team to mount its cards on the flip chart in the following order:

   a. List the persons identified for each event.

   b. Below each person, list the role(s) assigned to that person.

7. Once the flip charts are complete, ask the different team members to circulate and familiarize themselves with what the other groups have done. When everyone has done this, ask for comments to assist the different groups and ask participants to take notes and consider how the feedback received might be incorporated. **(45 minutes)**

Note to the facilitator: the graphic image at the end of this session is an illustration of what each team can produce once all of the VIPP cards have been mounted. The first level represents the stage of research. The second level describes the events associated with each research stage. The third level is occupied by the actors. The same actors may be required for two or more different events. For each event, one or more actors is identified. The fourth level is the roles. Each actor identified has specific roles assigned to him. These roles can be either the same for each actor, complementary, or completely different, depending on the nature of the issue, the experience of each actor and the realities in each country.

8. Small group work: Once the actors and their roles have been identified, ask each group to develop methods to encourage actors to participate in different events. If time permits, do this in teams. Give the teams the following tasks:

Group Tasks

- Propose ways to ensure the effective participation of people identified.
- Explain how you plan to encourage beneficiaries to play the roles you have assigned them.
- Note your conclusions on the flip chart so that you can present them in the plenary session.

Limit time to 45 minutes

9. Plenary session: Invite the teams to come together and ask the different groups to present their findings. Remind each group that it has 10 minutes. After each group has made a presentation, stimulate a discussion on the methods proposed. Discuss to what extent the proposals are realistic and feasible; identify possible obstacles and discuss how to surmount them. Note on the flip chart the key points in terms of what is feasible, the obstacles and solutions. (40–60 minutes)

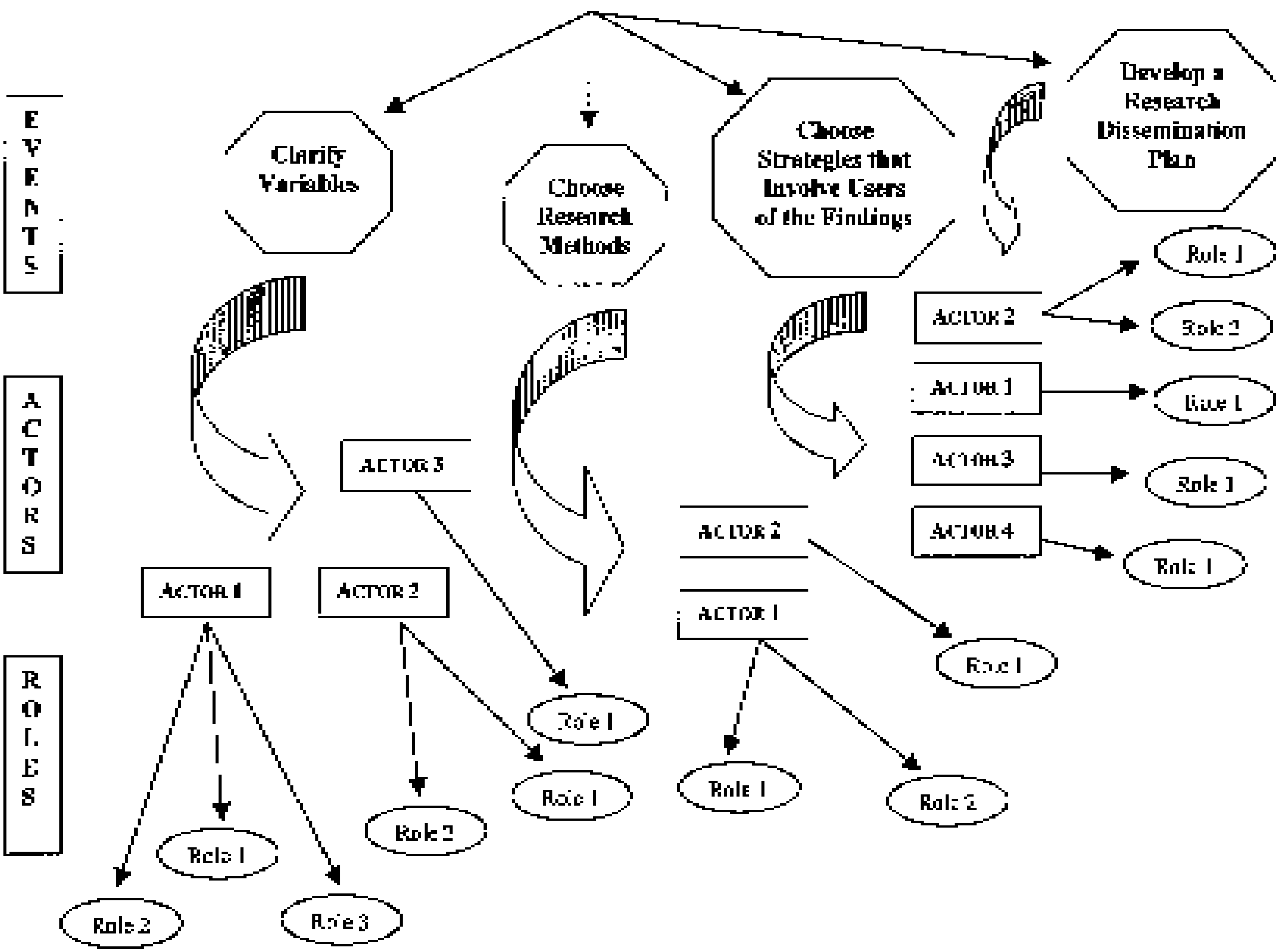
10. Draw conclusions from this stage and announce the next session. Invite participants to reread Chapter 2 of *Making a Difference to Policies and Programs – A Guide for Researchers* in order to review what has just been discussed, and to read Chapter 3 for the next session. (10 minutes)

Material:

- ✔ VIPP cards in different sizes and colors
- ✔ flip chart and markers
- ✔ transparencies and markers
- ✔ overhead projector and screen

Length of Session IV: 5 hours

DEVELOPING THE RESEARCH PROPOSAL



Session V: Involving Beneficiaries in Conducting the Study

The purpose of this session is to identify key actors to be involved when conducting the study.

Session Objectives

At the end of the session, participants will be able to

☞ identify decision makers, program managers, front-line workers and community members to be involved in the stage of conducting the study;

☞ list the tasks for each actor identified;

☞ identify how each actor can participate according to his tasks;

☞ assess the feasibility of the proposals by identifying possible obstacles and ways of surmounting them.

During the Session

1. Present the session's objectives and clarify as needed. (3 minutes)

2. Plenary session: Refer participants to the VIPP cards grouped together on the flip chart and specify the research stage that will be discussed at the session. (2 minutes)

3. Ask participants to list the different events in conducting the study. Examples of events include:

   a) planning data collection activities in the field;
   b) collecting data in the field;
   c) analyzing data;
   d) interpreting the findings. (30 minutes)

4. Small group work: Ask participants to reconvene in their respective teams. Give them the following tasks:

Group Tasks

- For each event, make a list of actors to be involved in the event.
- Use a different VIPP flash card for each actor.
- Define the role of each actor identified. Use one card per role when an actor has more than one role.
- Prepare a report for the plenary session.

Limit time to 30 minutes.

5. While participants are working in teams, facilitators prepare a flip chart for each research area group and list the events identified in the plenary session for the conducting the study on each flip chart. Each event is at the head of a cluster.

6. Plenary session: After 30 minutes, ask the teams to come together. Ask each team to mount its cards on the all flipchart in the following order: 1) actors identified for each event; 2) the actor's tasks under each one. (15 minutes)

7. Once this has been completed, ask different members of the team to circulate and familiarize themselves with what the other teams have done. When everyone has done this, ask for comments to assist the different teams and ask participants to consider how the feedback received might be incorporated. (25 minutes)

Note to facilitator: The graphic image at the end of this session is an illustration of what each team can produce once all of the VIPP cards have been mounted. The first level represents the stage of research. The second level describes the events associated with the research stage at issue. The third level is occupied by the actors. The same actors may be required for two or more different events. For each event, one or more actors is identified. The fourth level is the roles. Each actor identified has specific roles assigned to him or her. These roles can be either the same for each actor, complementary, or completely different, depending on the nature of the issue, the experience of each actor and the realities in each country.

8. **Small group work.** Once the actors and their tasks have been identified, ask each group to develop ways to encourage actors to participate in different events. If time permits, do this in teams. Give the teams the following tasks:

Group Tasks

- Propose ways to ensure the effective participation of people identified.
- Explain how you plan to encourage beneficiaries to play the roles you have assigned them.
- Note your conclusions on a flip chart so that they may be presented in the plenary session. You will have 10 minutes to make this presentation.

Limit time to 45 minutes

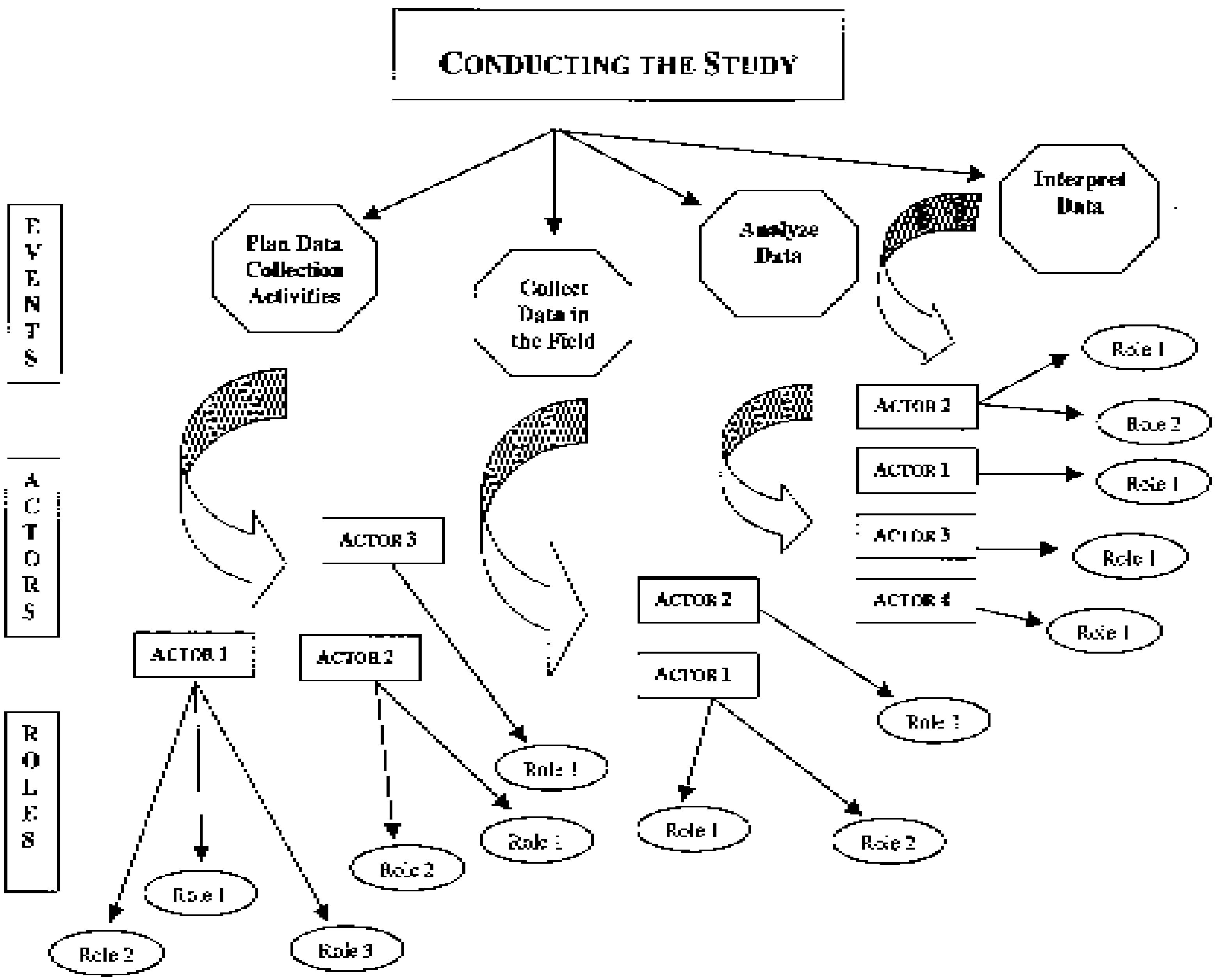
9. **Plenary session:** Invite the teams to come together and ask the different subgroups to present their findings. Remind each group that it has 10 minutes. After each group has made a presentation, stimulate a discussion on the methods proposed. Discuss to what extent the proposals are realistic and feasible; identify possible obstacles and discuss how to surmount them. Note on the flip chart the key points in terms of what is feasible, the obstacles and solutions. (60 minutes)

10. Draw conclusions from this stage and announce the next session. Invite participants to read Chapter 3 of *Making a Difference to Policies and Programs – A Guide for Researchers* in order to review what has just been discussed, and to read Chapter 4 for the next session. (10 minutes)

Material:

- ✔ VIPP cards in different sizes and colors
- ✔ flip chart and markers
- ✔ transparencies and markers
- ✔ overhead projector and screen

Length of Session: 3 hours 40 minutes



CONDUCTING THE STUDY
EVENTS
ACTORS
ROLES
Plan Data Collection Activities
Collect Data in the Field
Analyze Data
Interpret Data
ACTOR 1
ACTOR 2
ACTOR 3
ACTOR 4
Role 1
Role 2
Role 3

Session VI: Communicating Research Results

The purpose of this session is to promote a discussion in advance on a strategy for disseminating research results, with an emphasis on making them usable. This strategy should include methods of communicating the results based on well-defined targets: decision makers, program managers, front-line workers, and members of the community or community organizations.

Session Objectives

At the end of the session, participants will be able to

☞ make a list of decision makers, program managers, front-line workers and/or members of the community or community organizations who should have access to the research results;

☞ define a strategy and/or ways to disseminate research results, given the target groups identified as potential users;

☞ assess the feasibility of the proposals by identifying obstacles and ways of surmounting them.

During the Session

1. Present the session's objectives and clarify as needed. (3 minutes)

2. Ask participants to reconvene in their respective groups, and give the following tasks to the groups:

Group Tasks

- Make a list of beneficiaries who could and/or should use the research results.

- For each beneficiary identified as a potential user, indicate the result (or type of information) needed to act.

- Discuss the possible formats in which the information or results can be "packaged" and presented to the potential user so that it is "comprehensible."

- Specify the channels that will be used to communicate the information, bearing in mind the nature of the potential user.

- List the requirements of the channel chosen to communicate the results.

- Prepare the results of your work on newsprint paper or transparencies to present in the plenary session.

Limit time to 1 hour 30 minutes.

3. Plenary session: After 1 hour, 30 minutes, invite the teams to come together. Remind each group that it has 15 minutes to present its results. Presentations will be followed by discussion. (60-75 minutes)

4. Small group work: Ask participants to reconvene in their groups and compare the list of users they have just identified with the list of different people involved in different stages of the research process. Have them discuss the relationships between the end users and people involved in the research process. Allow 45 minutes to complete this exercise.

5. **Plenary session:** After 45 minutes, invite the groups to come together, and ask each group to describe the relationship between users and people involved in the research process. (Usually, the list of users is quite similar to that of the people involved in different phases of the research process.) Stimulate a discussion about the importance of involving these people at the outset. During the discussion, make a connection to the case study, "The Failure of Doumbédoum Researchers to Promote Adolescent Health." (40 minutes)

Note to the facilitator: This is the most important part of the entire training workshop. A great deal of time should be allotted to emphasize the idea that the people who need the information should be involved from the start in each stage to maximize the use of these results. It would probably be a good idea to continue the use of the VIPPs here to reinforce this idea.

6. Draw a general conclusion for this session at the end of the series of presentations. (15 minutes)

Material:

- ✔ flip chart and markers
- ✔ transparencies and markers
- ✔ overhead projector and screen

Length of Session VI: 4 hours 28 minutes

Session VII: The Next Steps

The purpose of this session is to help participants to define how, as a group, they intend to use the lessons learned from this workshop in conducting future research.

Session Objectives

At the end of the session, participants will be able to

- ☞ prepare a follow-up plan for exchanging experiences among the different teams;
- ☞ evaluate the workshop.

During the Session

1. Present the session's objectives and clarify as needed. (3 minutes)

2. Plenary session: Review the main issues covered during the workshop. This may be done as follows (or in a completely different way). (20 minutes)

   a) In a question-and-answer format, remind participants of the basic problem the workshop attempted to resolve, namely, that decision makers responsible for policy and programs make limited use of research results.

   b) Summarize the approach designed to address this situation, namely, identifying and actually involving potential users of the results, or those who might influence them, at each stage of the research process.

   c) Remind participants that each team worked within this framework and through important steps that can be replicated in real research settings.

3. In the plenary session, ask the different teams to identify how they would like to maintain contact for the purpose of learning and networking.

4. List participants' suggestions and recommendations on how to maintain contact and for what purpose, on a flip chart. (20 minutes)
5. End the session by summarizing the group's recommendations and the next steps, and invite participants to fill out the evaluation form. (20 minutes)

Material:

- ✔ flip chart and markers
- ✔ copies of the evaluation form

Length of Session VII: 1 hour 3 minutes

WORKSHOP EVALUATION FORM

I. OBJECTIVES

a. Are the objectives relevant?

1	2	3	4
Not relevant			Very relevant

Comments:

b. Were the objectives attained?

1.	2	3	4
Not at all			Fully

Comments:

II. WORKSHOP Content

a. How useful was the workshop?

1	2	3	4
Not at all			Very useful

Comments:

b. What kind of difficulty do you anticipate in implementing the ideas explored in the workshop?

III. MODULES

Which module appeared to be the most useful?

Why?

Which module did you think was the least useful?

Why?

How would you modify the different modules?

Explain these changes.

IV. FOLLOW-UP IN THE FIELD

In your view, how could the lessons from this workshop be applied in the field?

V. ADDITIONAL COMMENTS